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Director of Training

9 March 1960

Educational Specialist/OTR

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1. The following are from various articles in this magazine:

A. Certain changes are predicted in Education during the 1960's, they are:

(1) Education will increase greatly in amount. Overall economic growth has been around four percent a year in recent years. There seems little doubt that education will grow far beyond this and the lower estimates indicate that it will at least double during the coming decade.

(2) Education will become much more diverse. Education beyond the normal college age will expand greatly. Industry will continue to expand its extremely large educational programs. Research will continue to expand its already very broad base.

(3) Education will become less uniform. A growing tendency is for early marriages which will cause a break in the pattern of full-time education, but will expand part-time education. There will probably be much more of a tendency for people to return to school after they have begun working.

(4) Each part of education will become more varied. The very able student will not be held back to the average and the very slow learning student will be able to move at his normal rate. Many technical developments will make this a feasible thing to do within the regular school system.

(5) Knowledge will expand enormously. Some authorities are estimating that some of the big fields of knowledge, such as chemistry, will more than double in a decade. The tenfold increase in resources devoted to research during the past two decades will begin to affect the amount of knowledge available.

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(6) New ways of recording knowledge. It is becoming evident that the traditional ways of printing material and putting that printed material into libraries is an extremely awkward method of recording and storing knowledge.

(7) New ways of making knowledge available. Many authorities now estimate that much of the research now carried on would be unnecessary if the person conducting the research could find an up-to-date way of obtaining the results of others who had carried on research in the field.

(8) Increase in speed of handling information. One of the great research organizations recently announced that it was able to move information at the rate of 30 million words a second. If the problem of finding information can be dealt with equally well it will amount to one of the great changes of recent times.

(9) The speed of change. Because of continued expansion and research there is a general opinion that the 60's will show far greater change in more fields than any other decade in history.

B. An engineering professional society, the American Institute of Mining, Metallurgical and Petroleum Engineers, has joined forces with Columbia University's school of engineering in a new attack on the problem of teaching modern science to American high school students.

This program offers teaching fellows in science teaching opportunity to carry out research projects of their own design. Part of the program will consist of a group of lectures by scientists of Columbia faculties, visits to famous research laboratories, supervised individual and group projects, informal faculty club luncheons at which high school students meet noted men in the fields of science, and guidance sessions at which experts advise on the students' educational and scientific futures.

C. A televised instruction program for Chicago Elementary teachers started recently. It shows hope to improve instruction for science in elementary grades through the use of television receivers installed in Chicago schools. The University of Texas is also using television for language instruction. The instructor is using a conventional classroom setting but making extensive use of visual aids. This approach not only gives the students audio but also a visual stimulus in learning language suffixes, prefixes, conjugations, etc.

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Columbus, Georgia school systems are also teaching Spanish via the use of television and report very successful results.

(I will send this magazine to LAS indicating their attention to these language instruction articles.)

D. In an article entitled "Framework for Effective Curriculum Improvement" by Eash(Ball State College, Indiana) and Chasnaff(Newark State College) nine types of satisfactions which workers and teachers seek from their jobs were listed as follows:

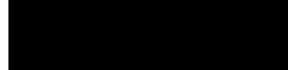
- (1) Doing something worthwhile. Teachers want to feel they are doing work which makes a difference and which leads to a goal.
- (2) Having trust in leadership. Teachers want to feel their leaders have their interests at heart and understand how they feel.
- (3) Doing one's share. Teachers want to feel they are carrying their fair share of the burden but are not receiving an unjust number of duties.
- (4) Counting for something. Teachers want to receive recognition for their work, and to feel they have status with their colleagues as well as with the administration.
- (5) Making a decent living. Not only do teachers need to feel they are receiving adequate wages but, also, that leadership is concerned with the problems of wages.
- (6) Having a chance to get somewhere. Teachers want to feel there is opportunity for continuing professional growth—both for improving the quality of present work and for possible promotion.
- (7) Looking to a safe future. Teachers want to feel that they are secure in their personal status with the school system. They want to know where they stand, and they want protection in case of sickness, accident or early retirement.
- (8) Knowing what's going on. Teachers want to be informed of events in the school system, especially those affecting them. Suspicion multiplies when information is spread by rumor.

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(9) Enjoying conditions of work. Teachers want to feel that the school system is making an attempt to provide an environment which will stimulate better teaching.

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